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ABSTRACT

This document describes the efforts of program administrators to implement an organic curriculum in the Monroe, Michigan, high school. The chief program administrator coordinated curriculum revision activities to increase vocational guidance and training and to train teachers in individualized instruction methods. Organic curriculum is a learner- rather than a teacher-centered course of study utilizing learning packages specifying behavioral objectives. Appendixes present a variety of materials developed during the project. A related document is ED 023 914. (RA)

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FINAL REPORT
PROJECT NO. 8-0137
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COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF MONROE, MICHIGAN

1275 NORTH MACOMB ST.
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ES '70 COORDINATOR

SEPTEMBER 1970

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BUREAU OF RESEARCH

SUMMARY

With the increasing complexity of our rapidly changing technological society, our present educational system has found itself becoming more and more obsolete, and in need of a major redefinition of goals. The organic curriculum is an attempt at a major systematic overhaul of our present educational process. It proposes to radically change the present secondary educational program in the direction of a learner-oriented curriculum with the ultimate objective being the integration of academic training, occupational preparation, and personal development in grades nine through twelve. This comprehensive program will draw upon past, present, and future research in order to maximize individual instruction. Monroe is one of twenty school districts that agreed to become involved in the planning, development, and eventual implementation of the program.

INTRODUCTION

On May 11 and 12, 1967 at Nova High School, Ft. Lauderdale, Florida the superintendents of 13 school districts met with Drs. David Bushnell and Robert Morgan of the U. S. Office of Education to establish the initial network. At that time each district superintendent agreed to employ a full-time coordinator whose responsibility would be to carry out the objectives of the organic curriculum programs.

Objectives as Initially Defined

The over all objective of the organic curriculum was the redefinition of educational goals and overhaul of the educational process. Therefore, each full-time coordinator was to give consideration to:

1. Delimit the genral purposes of the organic curriculum to the local school district.

   These general purposes are as follows:

   a. Integrate academic and vocational learning by appropriately employing vocational preparation as one of the principal vehicles for the inculcation of basic learning skills. In this way learning could be made more palatable to many students who otherwise have difficulty seeing the value of a general education.

   b. Expose the student to an understanding of the "real world" through a series of experiences which capitalize on the desire of youth to investigate for himself.

   c. Train the student in a core of generalizable skills related to a cluster of occupations rather than just those related to one specialized occupation.

   d. Orient students to the attitudes and habits which go with successful job performance and successful living.

   e. Provide a background for the prospective worker by helping him to understand how he fits within the economic and civic institutions of our country.

   f. Make students aware that learning is life-oriented and need not, indeed must not, stop with his exit from formal education.

   g. Help students cope with a changing world of work through developing career strategies

which can lead to an adequate level of income and responsibility.

h. Create within the student a sense of self-reliance and awareness which leads him to seek out appropriate careers with realistic aspiration levels.

2. Deal with a variety of complex questions which may arise from radical remodeling of secondary curriculum.

3. Develop a tolerance for turbulence while establishing a climate for change.

4. Develop an integrated comprehensive curriculum for grades 9-12.

5. Act as an agent for communication.

6. Evaluate each step of the program.

Modification of the objectives to fit each local district was to be determined by the administrative personnel.

Adjustments

As the network grew to 20 schools certain inherent weaknesses within the initial structure were identified and a redefinition of goals was undertaken through the coordinators' organization. The initial goals were revised and redefined as follows:

Learning is an individual process. Different students approach the teaching/learning situation with different needs, goals, strengths, limits and experiences. A learner responsive instructional system provides for each learner the personal opportunity to participate in the:

1. Setting of his own short, intermediate and long-range goals.

2. Design of those educational experiences through which he will achieve success.

3. Selection of learning methods and materials to be used without regard to subject matter boundaries.

4. Budgeting of his time, within broad limits, in order to learn at a rate which is appropriate for him.

5. Establishment of levels of performance to be reached which specify satisfactory fulfillment of curricular objectives.

The ES '70 system is designed to develop learners who have the necessary skills and knowledge which prepare them to function as effective citizens in the social, political and economic spheres of today's and tomorrow's world.

Community Background

Monroe is typical of hundreds of other school districts across our nation. Located along Lake Erie midway between Detroit, Michigan and Toledo, Ohio, the district encompasses 78 square miles. The bulk of the population is centered in the City of Monroe, a community of 25,000 persons. The Monroe district is a curious composite of industrial blue collar workers and rural conservatism. The population is predominantly caucasian, with a sizeable southern element and a black population that makes up less than 4%. Leadership in the community is mostly Catholic and is orientated towards the parochial schools. As a result, the parochial schools have a sizeable enrollment (over 3,000 students).

The public school system has a K-12 enrollment of more than 9,000 students. Although there are twelve elementary buildings, all secondary students are housed in one junior high and one senior high. This has caused the district to go on split sessions at both of these levels during the past year. ES '70 involvement initially centered on grades 10-12 at the high school. At the time Monroe became part of the ES '70 network, the present high school was already forty years old with very little internal flexibility within the building, and the need for a new high school facility was already being discussed by both Board of Education and community. The majority of the faculty and high school administration are long term residents of Monroe, many of which were born and raised here. Thus, custom and traditionalism characterized much of the high school program. The high school curricula was comprehensive in nature, encompassing both vocational and academic offerings, but with a distinct division between the two, even to the point of having vocational courses offered in a separate facility a block away from the high school. As is typical of many high school programs, the chief strength lies in the courses preparing students for college, despite the fact that less than 40% go on to a four year college.

FORMAT FOR THIS REPORT

The format to be followed in this report will subdivide the district's involvement into two categories so that the writer might present the role that district leadership plays in bringing about change. The presentation will be as follows:

A. Initial two years

1. Role of the school district as perceived by the superintendent
2. Methods
3. Findings and results

B. Second two years

1. Role of the school district as perceived by the new superintendent
2. Methods
3. Findings and results

C. Conclusions and recommendations

Initial Two Years

Role of the District As Perceived by the Superintendent

The Saturday, February 4, 1967 Detroit Free Press carried an article entitled "New Studies Pushed by the Blue Collar Johnnie" by Saul Friedman, their Washington staff correspondent. In it was outlined the basic concept behind the organic curriculum paper published by Drs. Bushnell and Morgan calling for a merger of academic and occupational training based on a systems approach to individualizing instruction through the utilization of behavioral objectives. I sent an initial letter of interest to the U. S. Office of Education since both Board representatives and administration saw a definite need for an approach similar to this in our own school district. As a result the Monroe Public Schools was one of the thirteen districts invited to the first meeting by the U. S. Office of Education personnel held at Ft. Lauderdale, Florida May 11 and 12, 1967. The majority of other school systems present represented districts that were innovative and already attempting many of the new concepts put forth in the organic curriculum paper. Organizers of the network indicated that Monroe was selected because it was representative of hundreds of other single high school districts across the nation that had a traditional program. If the organic curriculum, as it evolved, was to be successful it had to work in a community such as Monroe. Thus, our superintendent of schools saw our role as one of an "implementor" whereby a program is tried out once it has been developed and piloted successfully elsewhere. While waiting for the initial outputs in the various network schools, the Monroe system would devote its time to planning and designing a proposed new high school that would incorporate enough flexibility of design to adapt to the ES '70 curriculum. It was this objective that demanded the bulk of the coordinator's time during the first two years of involvement.

Methods

There is little doubt that the most valuable part of our ES '70 involvement during the first two years was the availability of a full-time person to act as "change agent." As ES '70 Coordinator, I initially had three major objectives as identified by the Superintendent:

1. Orientate staff, Board of Education, community, university and State Department of Education personnel to ES '70 and the concepts of the organic curriculum.

2. Work with staff and community in drafting educational specifications and plans for a new high school to house the ES '70 curricula as it evolved.

3. Help organize and coordinate a campaign to gain public support for the bond referendum for the proposed high school.

Some of the procedures I followed in meeting these charges were:

A. Orientation to ES '70

1. Set up a schedule whereby Dr. Robert Morgan visited Monroe in October, 1967 and made a series of presentations to faculty, staff, key community leaders, university personnel and State Department of Education heads on ES '70.

2. Prepared a slide-tape presentation to utilize with various groups.

3. Made presentations to PTA groups, service clubs, and various state-wide professional education organizations.

4. Published a monthly newsletter to keep staff and key community people posted on the status of ES '70

B. Plans for a new high school

Crowded classrooms and rising enrollments led the superintendent and the Monroe Board of Education to propose the construction of a new high school so the present 40 year old structure could be converted into a junior high. Readily recognized by the staff was the opportunity to lead the way in developing an effective school plant that could serve as a model for other ES '70 schools planning new facilities. The challenge was to provide the flexibility of design necessary to accommodate a curriculum in transition. A series of specific steps was planned with the hope that it would broaden the staff's perspective, stimulate their thinking, and orient them to current trends and innovations in education.

1. Through local funds teachers were given released time to work with fellow staff members and the ES '70 Director on educational specifications for their several departments. The film "Make A Mighty Reach" was used to generate staff enthusiasm.

2. Consultants from the Michigan State Department of Education were invited to share in the planning. In addition to providing counsel and supplementary aid, they suggested visitations to certain high schools in Michigan where programs and building design were considered unique or innovative.

3. Teachers used a released half-day to visit programs and facilities in the Michigan-Ohio area.

4. Through the Bureau of School Services, University of Michigan, a consultant-coordinator was employed by the Board and additional resource people brought in to talk to the central planning committee about such things as flexible scheduling and material resource centers.

5. A citizens advisory committee representing a cross section of the community was formed to react to various suggestions about building planning and provide a communications channel to the people.

6. Through funds provided by the U.S.O.E., a series of out-of-state visitations to ten exemplary facilities or programs throughout the United States was planned. Selection of the schools was based on suggestions made by U.S.O.E. and Educational Facilities Laboratories personnel and included trips to Massachusetts, Florida, Illinois, Nevada and California.

   Three of the five-member visitation team were designated to go on all the trips; this included the high school principal, a representative of the architectural firm employed by the Monroe Board of Education, and an observer-writer responsible for documentation of the project. The two remaining positions were filled by faculty members representing different departments on each trip.

   Observations focused on the extent to which individualized instruction programs, educationa technology, independent study, multi-media, etc were being used and the impact these might have on school plant design. A slide presentation developed from pictures taken at each of the schools visited, combined with the report of the observer-writer, provided a documentation of the project for local use and nation wide dissemination.

C. Organized and helped conduct bond referendum campaign

1. Developed PERT chart for organizing and conducting campaign.

2. Collected and compiled pertinent information showing a need for a new facility.

3. Developed various audio-visuals to use in presentations including a slide presentation, flip chart and over lays.

4. Participated in Speakers Bureau.

5. Conducted coffee klatches.

Findings and Results

Some of the specific results of the first two years of involvement were as follows:

1. By the end of the second year staff and community were somewhat disenchanted with our involvement in ES '70. This could be attributed to several things:

a. The "dollar commitment" frequently verbalized in Dr. Bushnell's ES '70 concept paper had not materialized. With the local school district over a hundred thousand dollars in debt and on an austerity budget, available dollars for developing programs were non-existent and some of the existing programs were in jeopardy.

b. The failure to successfully pass the bond referendum for the new high school had added to the sense of frustration on the part of the staff since they were now facing the reality of going on split sessions.

c. The ES '70 program had been "over sold" during the first year of our involvement. As a result of planning the proposed new high school a great deal of attention had been focused on the incorporation of new innovations and technology and at this point neither had materialized.

2. The role of the change agent as designed by the superintendent had created some frustrations on his part as he had little to show for many months of work.

3. The change agent must have sufficient status in the administrative hierachy to assure being able to

successfully implement new ideas and programs even though opposed by assistant principals or principals. This was not the case in the first two years.

4. Summer workshops offered by the ES '70 network durin the initial two years were too late in receiving the funding; too limited in the numbers involved, and in our own particular case involved staff personnel who left the district shortly thereafter. As a result of this, although we had participants at each of the workshops, very little change came about.

5. Staff members who had taught in other districts prior to coming to Monroe were more open to change than those who had spent all their time in our community.

6. The promise of funding to induce change can be a real catalyst to enthusiasm and excite even the most conservative.

7. Financial insecurity on the local level can negate any attempt to motivate change among staff and administration.

Last Two Years

Role of the District As Perceived by the New Superintendent

On July 1, 1969 the new superintendent took over his duties in the Monroe District. A year of involvement in the ES '70 regional conferences plus the Duluth Workshop had provided him with a sound background in the ES '70 concept. As he took his position as superintendent, our district's role in the ES '70 network made a dramatic about face. The ES '70 coordinator was placed in the position of Administrative Assistant of Secondary Curriculum and ES '70. This was not just a change in title but gave the change agent complete control over all curriculum in grades 7-12. In addition the new superintendent felt we should take immediate steps to remedy some of the deficiencies identified through the follow-up study of graduates that had just been completed, and asked that any proposed curriculum changes or revisions follow the guidelines of being multi-media and learner responsive. For the first time all administrators, district wide, were asked to present to the superintendent three objectives, in behavioral terms, that they had for the 1969-70 school year. He promised the ES '70 Coordinator his whole-hearted backing in the process of making change and attempting to individualize. More important, he reallocated a portion of the local district's financial resources to be used in curriculum development and in-service training. To further assist, he expressed a willingness to transfer staff members to other areas where change was needed but personnel resisted. It became obvious to administrators, teachers, and board members that the new superintendent was not only committed to change but to moving towards a K-12 learner-responsive program, and that they must become involved if they were to remain in the system.

Methods

The commitment of the new superintendent to developing a learner responsive program along with my new role definition gave me both the latitude and authority to make the changes necessary to become an "active" rather than a "passive" participant in the ES '70 network. Over the ensuing two year period, we worked closely together planning and implementing the proposed changes. Due to the disenchantment with ES '70, I soft-pedaled our ES '70 involvement but continued to stress the need for individualizing; merging academic and occupational preparation; using a multi-media approach to accommodate different learning styles; etc. when meeting with both junior and senior high staffs. To provide a strategy for the change process, we categorized the activities under four major headings:

1. Establishing a basis for the identification of priority areas in the change process

   a. Conducted and compiled results of a follow-up study of Monroe High graduates over the last five years identifying strengths and weaknesses in their secondary preparation. (Appendix A)

   b. Utilized the results of Drs. Ferguson and Arnold's Vocational Education Study of ES '70 schools to identify key areas to focus on in occupational preparation.

   c. Conducted Senior Exit Interviews collecting data on their feelings as to strengths and weaknesses of the secondary program. (Appendix B)

   d. Compared results of the fore-going with staff concerns of areas needing overhauling.

2. Staff development activities

   a. Organized and conducted an In-Service Training Day on November 20th, 1969 based on format of Aero-space Conferences and designed to stimulate secondary staff interest in individualizing instruction and merging academic and occupational preparation. (Appendix C)

   b. Set up visitations during the spring of 1969 for a group of elementary teachers to spend a week in Duluth at Chester Park School and a week in Pittsburgh at Oak Leaf School. This resulted in implementation of Individually Prescribed Instruction in Math in most of our elementary schools.

c. Worked with representatives of Eastern Michigan, Adrian College, Wayne State, Western Michigan and the University of Michigan in developing a cooperative consortium called a Living-Learning Center in Monroe. Not only are student teachers asked to reside in Monroe while doing their student teaching and get involved in a wide range of community experiences, but they are also exposed to all the new programs.

d. Conducted a series of five in-service education days focusing on the teacher's role and its effect on student misbehavior and discipline situations. We utilized the darts-dice game and origami games from the Achievement Motivation series to show how the student who is often highly motivated to achieve is frustrated by the typical classroom situation where someone else sets his goals for him. An outgrowth of this workshop was a very real concern on the part of many teachers for their students, and an attempt to individualize by others through the use of "contracts." (Appendix D)

e. One of the most beneficial outcomes of the fore-going sessions was that a group of 35 teachers at the high school requested a workshop on individualizing instruction, and volunteered to come in on Saturdays on their own time and without pay to attend these sessions. The filmstrip-tape presentations "Designing Effective Instruction" were purchased along with the workbooks to use with this group. We are now midway through this series, and every indication is that we will make some major progress in 9th and 10th grade program, especially in the fields of language arts, math, and social studies towards achieving a learner responsive curricula.

3. Curriculum changes towards self-pacing, student-centered programs and merging academic and occupational training

a. Implemented I.S.C.S. (Intermediate Science Curriculum Study), developed by Florida State through U.S.O.E. funds, at the 7th grade level, with 8th and 9th grade scheduled for succeeding years. The learner-centered, self-pacing materials have been very positively received by students and teachers alike.

b. Worked with staff members in the development and implementation of new offerings for the slow

student in English (Phase I, II, and III) and math. Both stress multi-media and individualizing.

c. A "contracts" approach towards individualizing has been developed and is in use in Sociology and in Geography. Student reception has been very positive as they can set their own goals and work at their own pace within a suggested time line.

d. A 9th and 10th grade "Survey of Occupations" course was developed to orientate students to the kinds of jobs most suited to their aptitudes. It utilizes speakers and films from business and industry, on-the-job visitations, and field trips.

e. An attempt to individualize through adoption of a conditioned-response instructional technique developed by Dynamic Typing, Inc. was not successful because of the inability of the company to provide the appropriate equipment when it was needed, and when provided did not work properly.

f. We are currently working on a multi-media learner responsive program in 9th grade social studies.

4. Development of Auxiliary Services

a. Using new State Department of Vocational Education guidelines for structuring job descriptions, we reorganized the Counseling Department to include four occupational and four academic counselors, plus providing a job placement service for graduating seniors. The job placement program was developed in cooperation with the Michigan Employment Security Commission. (Appendix E).

b. Employment information was initially collected in 1969 from leading businesses and industry in Monroe County and compiled into a handbook entitled "Employment Opportunities for Monroe High Graduates." This was distributed to any senior requesting it through the counseling office.

c. Through the VIEW project (Vital Information for Education and Work) we are in the process of developing a microfilm aperture card system of up-to-date local occupational information to help students, with the aid of their counselor and parents, make more realistic career decisions. These are utilized with micro-film viewer printers

in providing students with print outs of specific kinds of occupations they might be interested in pursuing. (Appendix F)

Findings and Results

1. A resistance to change is always present; however, as the rate of change increases, this resistance can grow into open opposition, and ultimately result in an effort to get rid of those persons responsible for change.
2. The open communication between coordinators and the exchange of materials between the network schools proved to be a great catalyst for change within our own system.
3. The stark reality of having split sessions for an unpredictable period of time made teachers realize that, if they wanted change, it had to be made utilizing present facilities and equipment.
4. Change is more readily accepted when <u>all</u> parties have been involved in the change process. With involvement comes acceptance.
5. Change is facilitated when administrators as well as teachers are convinced of its value.
6. Involvement activities in our in-service training such as the darts-dice game and the origami game from the Achievement Motivation series helped sensitize many of the teachers to the feeling of the students and resulted in a more positive attitude on the part of both.

Conclusions and Recommendations

Conclusions

1. At the present time the Monroe High School staff is very open to change and vitally concerned with creating a learner centered curriculum as a result of our ES '70 involvement. This interest is reflected in the fact that teachers have devoted their Saturdays without supplementary pay by attending a workshop on individualizing instruction. This is a definite about face after a temporary disenchantment following the first two years.
2. There has been a noticeable movement at Monroe High School towards giving more attention to merging academic and occupational training. This is reflected in the introduction of the "Survey of Occupations" course at the ninth and tenth grade level; reorganization of

counseling staff to provide both academic and occupational counseling plus job placement; development of the VIEW project; and introduction of specific units on preparing for the world of work in English and social studies.

3. Our ES '70 involvement caused administrators and staff to look critically at the kinds of course offerings we had for average students and slow learners and led to the development of a multi-media learner centered program in English, math, and social studies.

4. For the first time local school district funds were allocated and spent for conducting summer and during-the-school-year workshops in curriculum development, individualized instruction and achievement motivation.

5. There is an obvious lag between the development of technological equipment, i.e., "hardware" and "software" that goes with this equipment. In many instances where hardware is available, it is either too expensive or the software to accompany it is limited or nonexistent, and teachers lack the training to effectively incorporate its use into their program.

6. Not only has our ES '70 involvement created some new ties with business and industry, but we have been able to solicit their cooperation in developing the local VIEW deck and the job placement service.

7. The need for change, when internalized, becomes lasting. When superimposed, it is temporary and soon reverts back to the old system.

8. Key "influentials" on the high school staff can be valuable assets in creating a desire for change among their peer groups.

9. Staff turnover can create a setback in the change process unless on-going in-service is provided.

10. The higher in the administrative hierachy the change agent is placed, the greater the liklihood of his creating a climate for change.

Recommendations

1. The process of changing to individualized performance based program should be initiated first at the lower elementary and gradually moved up through junior high and into the high school rather than take the opposite direction.

2. In-service workshops for total staff should be a prerequisite to moving towards a learner-centered

program. This would provide the staff with the necessary skills and eleminate much of the fear of the unknown that otherwise exists. With involvement comes a great likelihood of commitment.

3. Individualized performance requires the school district to offer on-going in-service training to accommodate new teachers coming into the system since universities are still turning out teacher candidates in the "traditional" mold.

4. The change agent should have a short range (yearly) plan plus a long range plan for change with established priorities based upon availability of funds. A follow-up of past graduates and assessment of present program will help identify where you are and the areas wherein deficiency lies, thus providing a basis for establishing priorities in the change process.

5. The change agent should have sufficient status to successfully establish a climate for change and implement key programs even though some resistance is encountered.

6. It would indeed be unfortunate if the ES '70 network ceased to exist. A great many changes and educational improvements have taken place in this district over the last four years, and most had their origin in our ES '70 involvement. The network should not only continue, but be expanded, and new funding sources sought.

APPENDICES

Type of Program Graduated From |___|___|

Rank In Class |___|___|___|

Do Not Write Above This Line

FOLLOW-UP STUDY OF 1963-68
GRADUATES FROM MONROE HIGH SCHOOL

NAME_____
Last First Middle Initial

YEAR OF GRADUATION 19____

DIRECTIONS: Place a check mark in the appropriate box next to the questions listed below.

1. Are you:

(1) ☐ Single
(2) ☐ Married
(3) ☐ Widowed
(4) ☐ Divorced
(9) ☐ Other_____

2. If you have moved from Monroe since graduation, about how long after graduation, did you move?

(1) ☐ Have not moved
(2) ☐ Within six months
(3) ☐ Within one year
(4) ☐ One year or more

3. What was the reason for you moving?

(1) ☐ To seek employment
(2) ☐ To take a job
(3) ☐ Parents moved
(4) ☐ Got married
(5) ☐ Military Service
(6) ☐ Go to school
(9) ☐ Other (please specify)_____

At this point in the questionaire, we would like to know something about your employment since graduation from high school. Your answers will help your school make any needed changes in the present high school program.

4. How many full-time jobs have you had since you graduated from high school?

7. In which geographic area are you now employed?

(1) ☐ Monroe County
(2) ☐ Wayne County
(3) ☐ Washtenaw County
(4) ☐ Toledo Area
(9) ☐ Other (please specify)_____

8. How many years have you been employed in your present occupation?

(1) ☐ Less than one
(2) ☐ Between one and three
(3) ☐ More than three
(9) ☐ Other (please specify) _____

9. Is your present occupation:

(1) ☐ Skilled
(2) ☐ Semi-skilled
(3) ☐ Professional
(9) ☐ Other (please specify)_____

10. What is the approximate annual salary of your present occupation?

(5) ☐ Less than $3,000.00
(6) ☐ $3,000 to $4,8000.00
(1) ☐ $4,800.00 to $6,500.00
(2) ☐ $6,500.00 to $9,000.00
(3) ☐ $9,500.00 to $12,500.00
(4) ☐ More than $12,500.00

11. Through what method did you obtain your present job?

(1) ☐ Michigan Employment Security Commission
(2) ☐ High School
(3) ☐ Friend or relative
(4) ☐ Own application
(5) ☐ Placement or Employment Agency
(9) ☐ Other (please specify)_____

12. How do you like your present job?

(1) ☐ Not at all
(2) ☐ Not very well
(3) ☐ Fairly well
(4) ☐ Very well

13. How long do you plan to stay in the same type of work?

NAME.....
Last First Middle Initial

YEAR OF GRADUATION 19.....

DIRECTIONS: Place a check mark in the appropriate box next to the questions listed below.

1. Are you:

(1) ☐ Single
(2) ☐ Married
(3) ☐ Widowed
(4) ☐ Divorced
(9) ☐ Other.....

2. If you have moved from Monroe since graduation, about how long after graduation, did you move?

(1) ☐ Have not moved
(2) ☐ Within six months
(3) ☐ Within one year
(4) ☐ One year or more

3. What was the reason for you moving?

(1) ☐ To seek employment
(2) ☐ To take a job
(3) ☐ Parents moved
(4) ☐ Got married
(5) ☐ Military Service
(6) ☐ Go to school
(9) ☐ Other (please specify).....

At this point in the questionnaire, we would like to know something about your employment since graduation from high school. Your answers will help your school make any needed changes in the present high school program.

4. How many full-time jobs have you had since you graduated from high school?

(1) ☐ None
(2) ☐ One
(3) ☐ Two
(4) ☐ Three or more

5. How long after graduation did it take you to find your first full-time job?

(1) ☐ Already had a job
(2) ☐ Less than one week
(3) ☐ One to three weeks
(4) ☐ Three to six weeks
(5) ☐ Two months or more
(6) ☐ Not interested in full-time employment

6. If it took you longer to find a full-time job than you expected, which of the following, in your mind, best describes the reason?

(1) ☐ No full-time jobs available in the community
(2) ☐ Wasn't interested in the jobs available
(3) ☐ Parent's wanted me to stay home
(4) ☐ Lack qualifications for jobs available
(5) ☐ Was too young
(6) ☐ Got married
(9) ☐ Other (Please specify) .....

present occupation?

(1) ☐ Less than one
(2) ☐ Between one and three
(3) ☐ More than three
(9) ☐ Other (please specify) .....

9. Is your present occupation:

(1) ☐ Skilled
(2) ☐ Semi-skilled
(3) ☐ Professional
(9) ☐ Other (please specify).....

10. What is the approximate annual salary of your present occupation?

(5) ☐ Less than $3,000.00
(6) ☐ $3,000 to $4,3000.00
(1) ☐ $4,800.00 to $6,500.00
(2) ☐ $6,500.00 to $9,000.00
(3) ☐ $9,500.00 to $12,500.00
(4) ☐ More than $12,500.00

11. Through what method did you obtain your present job?

(1) ☐ Michigan Employment Security Commission
(2) ☐ High School
(3) ☐ Friend or relative
(4) ☐ Own application
(5) ☐ Placement or Employment Agency
(9) ☐ Other (please specify).....

12. How do you like your present job?

(1) ☐ Not at all
(2) ☐ Not very well
(3) ☐ Fairly well
(4) ☐ Very well

13. How long do you plan to stay in the same type of work?

(1) ☐ I plan to make it my career
(2) ☐ At present, I have no plans to change
(3) ☐ A few years
(4) ☐ I hope to change soon
(5) ☐ Don't know

The following questions pertain to your education. Again, this information will help in making any needed changes in the present high school curriculum.

14. Are you interested in taking additional training?

(1) ☐ No
(2) ☐ Yes
(3) ☐ Don't know

15. If yes, in which of the following types of training programs are you most interested?

(1) ☐ Adult evening courses
(2) ☐ Two year technical course at Community College
(3) ☐ Apprenticeship program through industry
(9) ☐ Other (please specify).....

16

16. Please check the type or types of institutions you have or are now attending.

(1) ☐ Community College
(2) ☐ Four year college or university
(3) ☐ Armed Forces School
(4) ☐ Business School
(9) ☐ Other (please specify)_____

17. How long did you attend the above checked institution?

(1) ☐ Less than six months
(2) ☐ Six months to one year
(3) ☐ One to three years
(4) ☐ Three to four years
(9) ☐ Other (please specify) _____

18. What was the course of study called that you followed at the above checked institution?

(1) ☐ Liberal Arts
(2) ☐ Buisness Administration
(3) ☐ Education
(4) ☐ Trade or Technical
(9) ☐ Other (please specify)_____

19. Did you graduate from this course of study?

(1) ☐ Yes
(2) ☐ No

20. Check the advanced training or educational institutions you have attended or are now attending

(1) ☐ Eastern Michigan University
(2) ☐ Michigan State University
(3) ☐ Western Michigan University
(4) ☐ University of Michigan
(5) ☐ Ferris State College
(9) ☐ Monroe County Community College
(7) ☐ Davis Business College
(9) ☐ Other (please specify) _____

21. Do you feel that your high school program has or had any relationship to your advanced training or post high school work?

(1) ☐ Yes
(2) ☐ No
(3) ☐ Don't know

22. How good do you feel the counseling you received in high school was in relation to your choice of careers?

(1) ☐ Very good
(2) ☐ Just enough
(3) ☐ Not very good
(4) ☐ Don't know

25. Assuming you had the opportunity again, which of the following vocational programs now offered by Monroe High School, would you have taken?

(1) ☐ I took one of the Vocational Programs listed
(2) ☐ Trade & Industrial Program
(3) ☐ Office Co-op
(4) ☐ Retailing Co-op
(5) ☐ Don't know
(6) ☐ None of the above

26. If the following vocational programs were offered in your high school, which one (or ones) do you think you would have taken?

(1) ☐ Sales & Service Occupations
(2) ☐ Health Occupations (such as Nurses Aide)
(3) ☐ Trade Occupations (such as carpenters)
(4) ☐ None of the above
(5) ☐ Electronic Data Processing
(9) ☐ Other (please specify_____

27 In the space below, please express your opinion on any aspect of your high school preparation which you think would be of value in making any needed changes in the present high school program.

(9) ☐ Other (please specify) ----------

17. How long did you attend the above checked institution?

(1) ☐ Less than six months
(2) ☐ Six months to one year
(3) ☐ One to three years
(4) ☐ Three to four years
(9) ☐ Other (please specify) ----------

18. What was the course of study called that you followed at the above checked institution?

(1) ☐ Liberal Arts
(2) ☐ Buisness Administration
(3) ☐ Education
(4) ☐ Trade or Technical
(9) ☐ Other (please specify)----------

19. Did you graduate from this course of study?

(1) ☐ Yes
(2) ☐ No

20. Check the advanced training or educational institutions you have attended or are now attending

(1) ☐ Eastern Michigian University
(2) ☐ Michigan State University
(3) ☐ Western Michigan University
(4) ☐ University of Michigan
(5) ☐ Ferris State College
(9) ☐ Monroe County Community College
(7) ☐ Davis Business College
(9) ☐ Other (please specify) ----------

21. Do you feel that your high school program has or had any relationship to your advanced training or post high school work?

(1) ☐ Yes
(2) ☐ No
(3) ☐ Don't know

22. How good do you feel the counseling you received in high school was in relation to your choice of careers?

(1) ☐ Very good
(2) ☐ Just enough
(3) ☐ Not very good
(4) ☐ Don't know

23 Who do you think helped you the most in career selection upon graduation from high school?

(1) ☐ Teacher
(2) ☐ Counselor
(3) ☐ Principal
(9) ☐ Other (please specify)----------

24. Is there one of the following areas in which you were inadequately prepared?

(1) ☐ Science area
(2) ☐ Math area
(3) ☐ English and language areas
(4) ☐ Social Studies area
(5) ☐ Vocational or occupational areas
(9) ☐ Other (please specify) ----------

(4) ☐ Retailing Co-op
(5) ☐ Don't know
(6) ☐ None of the above

26. If the following vocational programs were offered in your high school, which one (or ones) do you think you would have taken?

(1) ☐ Sales & Service Occupations
(2) ☐ Health Occupations (such as Nurses Aide)
(3) ☐ Trade Occupations (such as carpenters)
(4) ☐ None of the above
(5) ☐ Electronic Data Processing
(9) ☐ Other (please specify----------

27 In the space below, please express your opinion on any aspect of your high school preparation which you think would be of value in making any needed changes in the present high school program.

17

Appendix B

EXIT INTERVIEW - MONROE HIGH SCHOOL SENIORS

1. Please check your course of study:

Business Education	___	College Prep	___
Practical Arts	___	General	___

2. What courses were most helpful and practical to your present and future plans?

3. Do you feel adequately prepared to enter the world of work? Yes ___ No ___
If not, why?

4. Do you think material in a single textbook should make up a complete course?
Yes ___ No ___

5. Would you like more elective courses and fewer required courses?
Yes ___ No ___

6. Would you rather have a greater selection of courses for a shorter period of time? Full year ___ 1 semester ___ 9 weeks ___

7. Do you think it very ___ somewhat ___ not important ___ to know what work is expected of you in a course prior to taking it?

8. If you have been in a course in which you had to sign a contract at the beginning of the course that stated the course objectives and the work expected for each of three letter grades A, B, and C, did you like it? Yes ___ No __
Why or why not? (Otherwise skip this question)

9. List the personal qualities of the teacher that you like best:

1.
2.
3.

List the personal qualities that you like least:

1.
2.
3.

10. Rank the following instructional methods in order of your preference using No. 1 as most desireable:

___	teacher lecture	___	film, film strips and other audio-visual aids
___	large group discussion	___	individual project based on personal interest
___	small group discussion	___	others Comment:
___	teacher-student dialogue		
___	independent study		

11. I feel the counseling I received in high school met my scholastic needs:

___ very well
___ fairly well
___ not adequate

12. I feel the counseling I received in high school met my personal needs:

___ very well
___ fairly well
___ not adequate

13. I feel the counseling I received in high school met my occupational needs:

___ very well
___ fairly well
___ not adequate

14. In addition to approving my schedule I saw my counselor:

___ on one other occasion
___ on several occasions
___ not at all

Appendix C

In-Service Day

Thursday, November 20, 1969

1:00 P. M.

Schedule of Activities

I. Main Presentation

Mr. James Farrell, "Student Activism" — 1:00 P. M.

Mr. Farrell recently participated in a one week workshop sponsored by the National Academy for School Executives of AASA and focusing on the above topic.

Small Group Discussions — 1:30 P. M.

Each group will be asked to prepare one question to which they would like Mr. Farrell to respond.

Question-Answer Session — 1:45 P. M.

II. Coffee Break - Coffee will be served in the hall immediately in front of the Auditorium — 2:00 P. M

III. Demonstrations

First Session — 2:20 P. M.

A bell will signal the end of the session at 2:50 P. M. Participants will have 5 minutes to move to the next demonstration.

Second Session — 2:55 P. M.

Teachers will be asked to complete an evaluation form at the end of this session (3:25 P. M.) Please complete and return it to the person in charge of your demonstration prior to leaving.

IV. Adjournment — 3:30 P. M.

Demonstrations

1st Session - 2:20-2:50 P. M.
2nd Session - 2:55-3:25 P. M.

First Floor

Room No.	Topic	Person
13	"Learning Activity Packages" (LAPS) The learning activity package offers a student-centered diversified approach to learning utilizing a wide range of learning activities and visual aids. The LAP permits students to progress at their own rate avoiding the teacher-centered lecture and lock-stepping of students by use of a text.	Mr. Joe Vitale
26	"Survey of Occupations" A new tenth grade course designed to make students aware of the opportunities in today's world of work and help them identify occupational areas that relate to their aptitudes.	Mr. Birger Anderson
17	"Community School" The concept of community education as it has been implemented in Monroe and how it relates to the classroom teacher.	Mr. Ray Morrow

Second Floor

106	"VIEW" Project (Vital Information for Education and Work) Shows how cooperation between school and industry plus the use of technology can help schools provide their students with occupational counseling; makes use of the micro-film viewer-printer.	Mr. Erve Christen 3M Company
107	"Behavioral Objectives" As more pressures are being put upon educators for "accountability" and "assessing" learning, it becomes vitally important that teachers become knowledgeable in how to organize course presentations based on behavioral objectives to establish a basis for measuring educational growth.	Mr. William Hetrick

109	"Individually Prescribed Instruction"	Mr. Ray Bottom

A technique for individualizing instruction in math and other subject areas through placement tests, daily individual lesson prescriptions, curriculum embedded tests, pre-tests and post-tests.

113	"Phase I English"	Mr. Robert Servis

An experimental curriculum designed to develop the reading habit in the reluctant learner through utilization of a wide variety of paperbacks, magazines, and other visual aids in a maximum number of learning activities. Will be an open-house session including demonstrations and discussions.

117	"Math for the Slow Learner"	Mr. Dick Potter

A multi-media approach for the under-achiever in math. Come prepared to act the part of the student.

Appendix D

Monroe Public Schools
Monroe, Michigan

IN-SERVICE - 1970

Planning Sessions

A series of meetings were held during the summer months to plan the In-service Days. An open invitation to all staff members had been extended by the Superintendent. Attendance at the meetings averaged about 30 persons. Committee recommendations suggested that the workshop focus on student behavior and discipline. Various kinds of outside consultant groups were discussed and various presentations were made. It was finally decided that the most meaningful approach would utilize local leadership and involve some of the activities presented by Mr. Bottom and Mr. Hetrick as a result of their participation in the Achievement Motivation Workshop last spring.

Leadership Training

The committee had felt the use of small groups that maximize interaction was the best way to organize the workshop. To do this, forty group leaders had to be identified and trained. The group included elementary and secondary teachers, social workers and administrators. A three day Leadership Training Workshop was held August 17th, 18th, and 19th under the direction of Mr. Bottom and Mr. Hetrick and utilized the text "Teaching Achievement Motivation." Involvement was the key with particular emphasis on the darts and dice and origami games. In addition to preparing each leader for his work with the 10-12 members of his group, he was assigned another leader who would be his working partner in the workshop. This helped provide a competitive basis for the darts-dice game.

In-Service Training Days

In assigning staff members to the groups special care was taken to avoid conflicting personalities and assure that none of the groups had a concentration of people from one building or grade level.

Arrangements were made with Bedford School, an adjoining district, to provide us with forty high school students who could react to questions concerning student behavior and discipline. On Monday, August 31st, each pair of group leaders met with the students assigned to their group and orientated them to their role. The involvement of the Bedford students provided the "kick-off" activity for the In-Service Training program. A list of thirty-seven possible questions were provided the teachers. These provided a basis for questioning the students but were not necessarily limited to that. Time was also spent in "get acquainted" activities during the morning session. During the afternoon each group went directly into the darts-dice game, and discussion focused on characteristics of the high achiever and the relationship to the classroom situation. On Wednesday, each group proceeded through the Origami games. Through large scale rejection of the models they made in the first round of the Origami games, the participants found through experience the frustration many students experience in the classroom. In the discussion that followed we related the games to the teacher's role in the classroom; how a teacher's autocratic leadership style and arbitrary decision making can create classroom anxieties and he becomes the power symbol and obstacle towards learning; discipline problems result. As you can see, the entire focus of the workshop centered upon the teacher's role and its effect on student behavior.

On Thursday, teachers met with their Principal and discussed the implications to problems in their particular building. Just prior to noon, all staff members met together for a final wrap-up by a panel of leaders. The evaluation indicated that 90% of the staff felt this was the most successful In-Service Training program we've ever had.

Appendix E

COUNSELING AND GUIDANCE
MONROE HIGH SCHOOL
1970-71

I. Job Description: Academic Counselor

1. Scheduling

a. Check with counselees to see that they select courses which meet the specific requirements set forth in the student handbook.

b. Help counselee select courses appropriate in terms of their occupational or professional goals.

2. Program Adjustments

a. Complete programs turned in by counselees that are incomplete and correct programs when necessary if errors have occurred in programs.

3. Make referrals

Refer to the appropriate person or agency when it's evident that the student is:

a. emotionally disturbed and should be referred to the visiting teacher

b. physically disabled and requires referral to the Division of Vocational Rehabilitation State Department of Education.

4. Check credits

a. Determine whether counselee is deficient in credits required of his particular class level and counsel him concerning possible make ups.

b. Follow up on counselees that have received incompletes and urge them to complete the work within the time specified.

5. Check grades

a. At the end of each marking period review the list of students who have received failing grades or whose grades have dropped more than one point and counsel those assigned to you.

b. Make note of any counselee who received marks which are below average when all other marks are above average and help determine the cause for this underachievement.

6. Check attendance

a. Counsel students who suddenly develop a pattern of frequent absenteeism or excessive tardiness and arrange parent conferences when necessary.

7. Help with testing

   a. Help administer differential aptitude test and various college entrance tests and interpret test scores of the students.

8. a. Counsel with students concerning personal problems: Personality conflicts with teachers, inability to get along with other students, difficulties with parents, tardiness to classes, absenteeism, etc.

   b. Schedule conferences with teachers and parents when the situation dictates.

9. Attend conferences held at the school for juniors and seniors who plan to go on to college.

   b. Attend Freshman-Counselor conferences held at the various universities where Monroe High School graduates are in attendance.

10. Help plan orientation assemblies for new students entering high school and involve themselves in the same.

11. Counsel college-bound seniors

    a. Provide information concerning colleges and help counselee select the university best suited for his particular aptitudes and needs if requested by parent and/or student. Advise the student as to overall college costs and the availability of scholarships and other sources of fundings.

    b. Provide application forms for college admissions.

    c. Explain entrance tests that are required by the various universities and interpret test scores.

    d. Fill out the portion of the college application requiring an evaluation of the students record.

    e. Call in counselees who have the ability to attend college but have not expressed an interest in so doing.

12. Work with the rest of the counseling staff in carrying out a systematic follow-up study of former graduates.

II. Job Description: Occupational Counselor

The Occupational Counselor should:

1. Identify and encourage the enrollment of students desiring and/or needing vocational education.

2. Provide students with information necessary for career planning. This includes utilization of the VIEW program in opening a channel of communication between the counselor, student, and parents.

3. Work with the Director of Vocational Education in developing career exploration activities and courses designed to enable vocational

and potential vocational students to plan realistic programs of occupational education.

4. Work with the Director of Vocational Education in developing and providing job placement services either directly or in planned cooperation with the Michigan Employment Security Commission and/or other appropriate community or state agencies.

5. Work with the rest of the counseling staff in carrying out a systematic follow-up study of former graduates.

6. Carry on the duties indicated under the Academic Counselor, numbers one through eight.

III. Job placement activities should consist of:

1. Provide specialized instruction on how to apply for a position and where to look for employment.

2. Survey employment opportunities in the immediate area to discover specific vacancies.

3. Arrange for employers to visit the high school or specific classes for the the purpose of identifying the kinds of occupational preparatory programs offered and the level of occupational preparation being provided.

4. Establish and maintain relationships with employers and labor groups who are involved in the selection and employment of people.

5. Contacting employment offices by telephone, mail, and in person to promote and obtain positions for Monroe High School graduates.

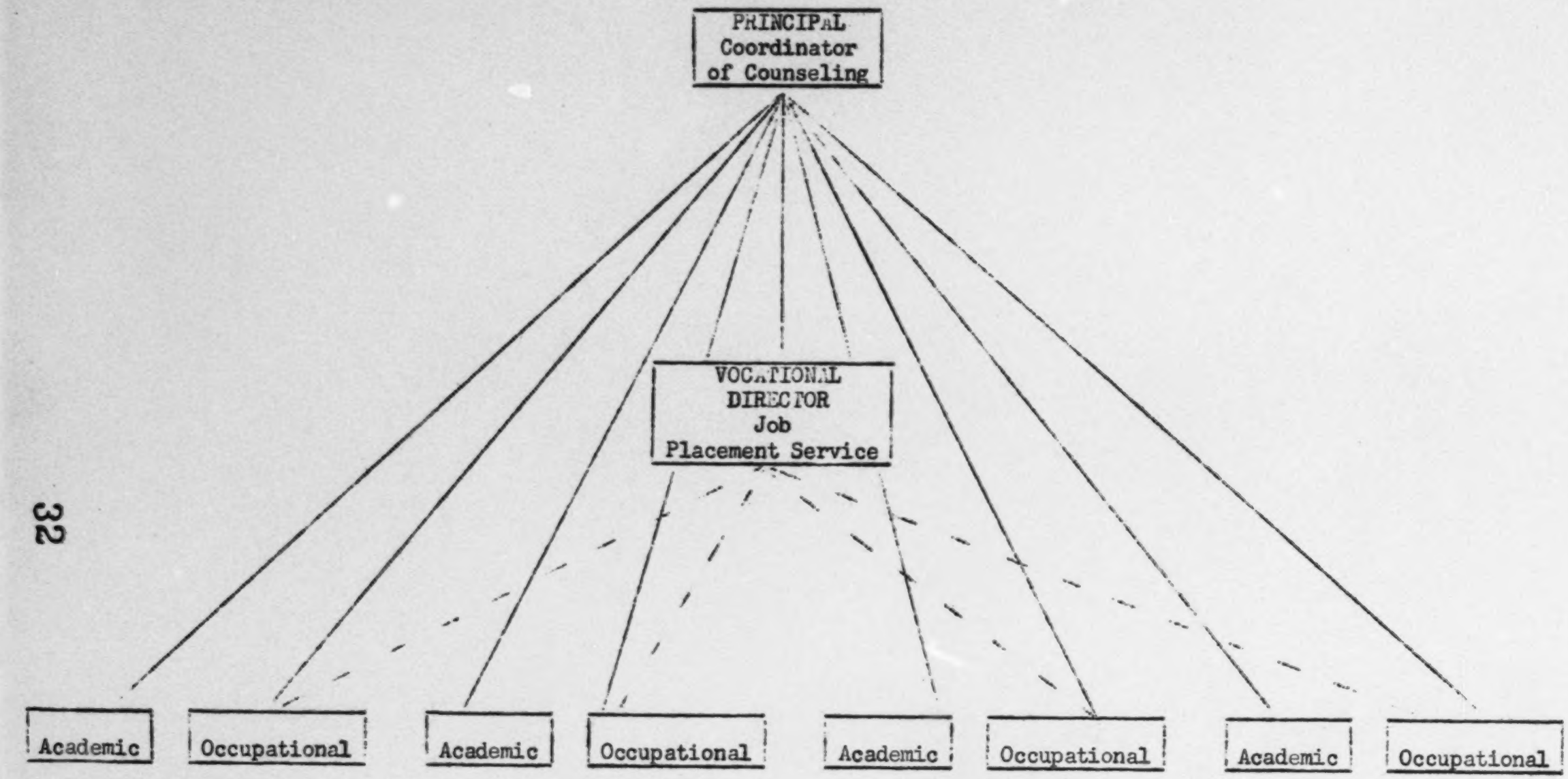
IV. Follow Up

The goals of the follow-up program will be as follows:

1. to determine the success of the educational system in satisfactorily preparing and placing students in jobs and/or for future education.

2. to determine the success and job satisfaction of all former Monroe High School students.

3. to utilize the results of the student follow-up to identify areas of need and thus improve the curriculum.


PRINCIPAL
Coordinator
of Counseling
VOCATIONAL
DIRECTOR
Job
Placement Service
Academic
Occupational
Academic
Occupational
Academic
Occupational
Academic
Occupational
NINTH GRADE
TENTH GRADE
ELEVENTH GRADE
TWELFTH GRADE
AFTERNOON SESSION
MORNING SESSION

Southeastern Michigan *VIEW* Center

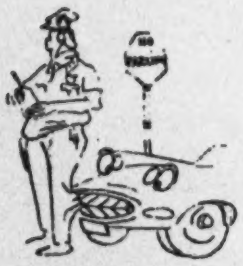
Appendix F

CHILD CARE WORKER

D.O.T. Code 359.878-026 **O.E.Code** 09.0201

Area: Monroe and Lenawee County **Date** 3/71

Job Duties



As a child care worker, you will be expected to: play games, teach crafts, and read stories with the children; serve food at meals and snack times; do general house cleaning of the nursery.

If you are working in a county day care center for the retarded, you will be limited to six children to care for. Your duties will be the same as in a regular nursery but more patience and assistance will have to be given to the retarded children.

Requirements and Qualifications

Interest and Aptitudes

1. You should have a high interest in children.
2. You should enjoy teaching crafts.
3. You should be sympathetic toward needs of the children.

For a further explanation of aptitudes, you are urged to see your counselor.

Personal Requirements

1. Patience
2. Alertness
3. Neatness
4. Maturity
5. Good judgement
6. Be creative

SPECIAL ENTRY REQUIREMENT

1. Must have a T.B. test clearance
2. Must be 21 and a high school graduate to work in county day care center

Physical Requirements

1. Good health
2. Normal vision and hearing (natural or corrected)
3. Must be able to play active games with the children
4. Full use of both hands and both legs

Educational Preparation and Training

Many places require a high school diploma.

Some suggested high school courses are:

Home Economics	Music
Physical Education	Art
Health	English

To work in day care centers for retarded children, you must have experience working with a group, preferably retarded children.

School and Costs

A minimum of 2 years of college is desirable but not always required.

Training can be obtained in a 4-year college or junior college.

Future Job Outlook

There currently are few jobs in the Monroe-Lenawee county area; however, with more women going to work and as state funds become available for centers for the retarded, the need for child care attendants should increase.

Job Locations

Mother Goose Nursery
Adrian

Edgewood Christian Child Care Center
Monroe

Monroe County Day Care Center
Temperance
Ida

Lenawee County Day Center
Adrian

Employment may be found in private homes.

Part Time Job Information

Privately owned nurseries hire part-time help.

The county day care centers have full time help.

More About the Job

1. This job is open to both boys and girls.
2. This job is not the same as a baby sitting job. You will be expected to take an active part in playing with the children and teaching them games and crafts.
3. People working for the county are requested to attend special work shops (regarding the handling of retarded children) at no cost to them.
4. You may have to teach the retarded social graces and also you may have to toilet train them.
5. You may have to cook meals and feed the children.
6. You cannot qualify if you have a police record for any criminal charge.
7. You must be a United States citizen or have filed an intention to become one.

Wages and Hours

Day Nursery: Your hours may vary, but you will probably not work over 15 hours a week. Starting salary is $.85 to $1.00 an hour, with maximum salary of $1.65 an hour.

County Day Care Center: You will work from 32½ to 37½ hours per week, with starting pay varying from $55 to $100 a week.

Private Homes: Employment in private homes is usually 40 hours a week and pay is between $25 and $40 a week to start.

Fringe Benefits

1. In a private nursery you may receive meals if you work at meal times.
2. County centers provide paid vacations and sick leave.

Advancement Opportunities

Most advancements require additional education. Teachers in nurseries are either certified teachers or working on their degree.

You may advance to a supervisor in county day care centers but you must be qualified as an elementary teacher or a registered nurse.

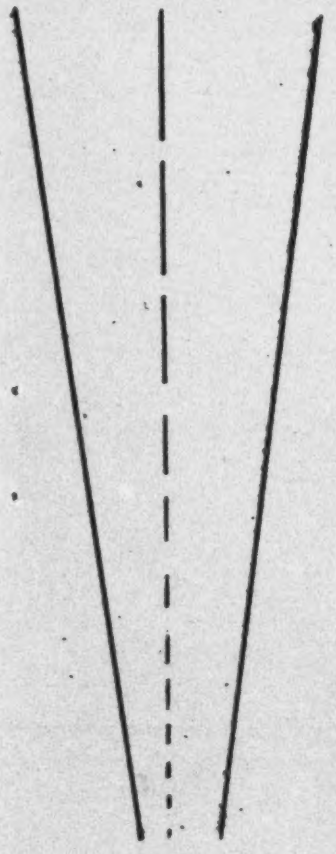
Disadvantages

1. You will be on your feet for long periods of time.
2. You may be required to change diapers.
3. You may have to clean up messes.
4. Handling children's temper tantrums can be trying.

Related Occupations

1. Elementary School Teacher
2. Nurses' Aid
3. Licensed Practical Nurse
4. Registered Nurse

For More Information



Contacts To Make

You can visit a nursery in your area.

Ask your counselor for more information.

Things To Read

Read the ads in your local newspaper.

For additional information send to:

National Commission for Social Work Careers
345 East 46th Street
New York, New York 10017